

LEAPFORWARD 2024 ANNUAL REPORT



**MAKING INDIA
ENGLISH LITERATE**



3,13,134 Teachers Registered.

21% more as compared to last year.



1,95,339 (62%) of the Registered Teachers are Trained.



1,31,368 (42%) of the Registered Teachers are Certified.



18.5% of the Registered Teachers are Active.

We recorded the highest number of Active Teachers from the states

Jharkhand (25,301), followed by

Madhya Pradesh (16,849), and

Chhattisgarh (11,468).



The LeapForWord's English Literacy Program is currently being implemented in the entire states of MP, Chhattisgarh, and Jharkhand, in collaboration with the State Education Departments. We are actively engaging in selected districts of Bihar, Rajasthan, UP, Andhra Pradesh, and Delhi, while we are initiating networks in the states of Gujarat and Telangana.

16

YEARS OF
EXPERIENCE

6

LANGUAGES

1.6L

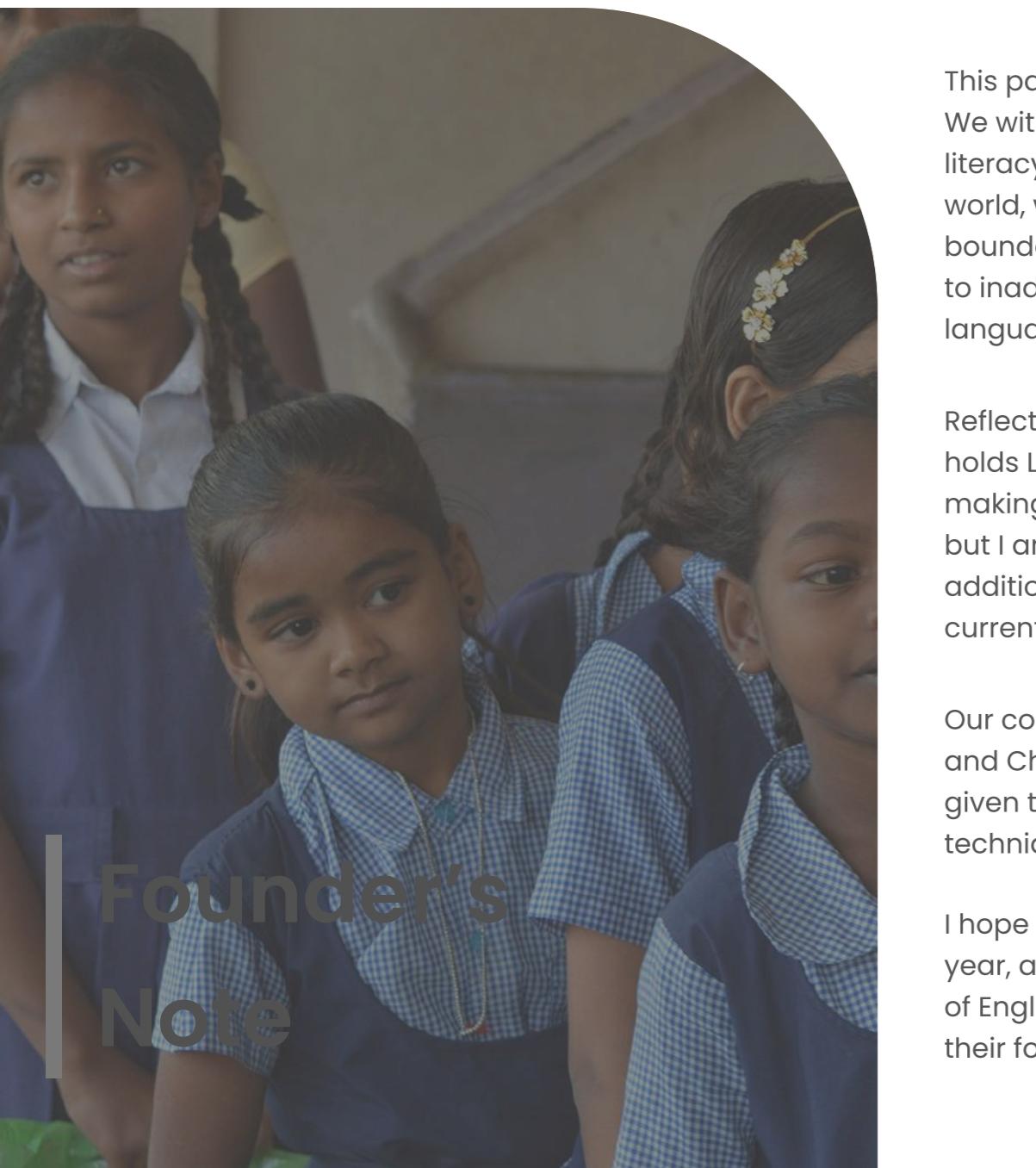
SCHOOLS

3L+

TEACHERS

15L+

STUDENTS



This past year has been a remarkable journey for LeapForWord. We witnessed firsthand the transformative power of English literacy in the lives of children across India. In the current global world, where information and technology have surpassed all boundaries, many are unable to access several opportunities due to inadequate education and command over the English language.

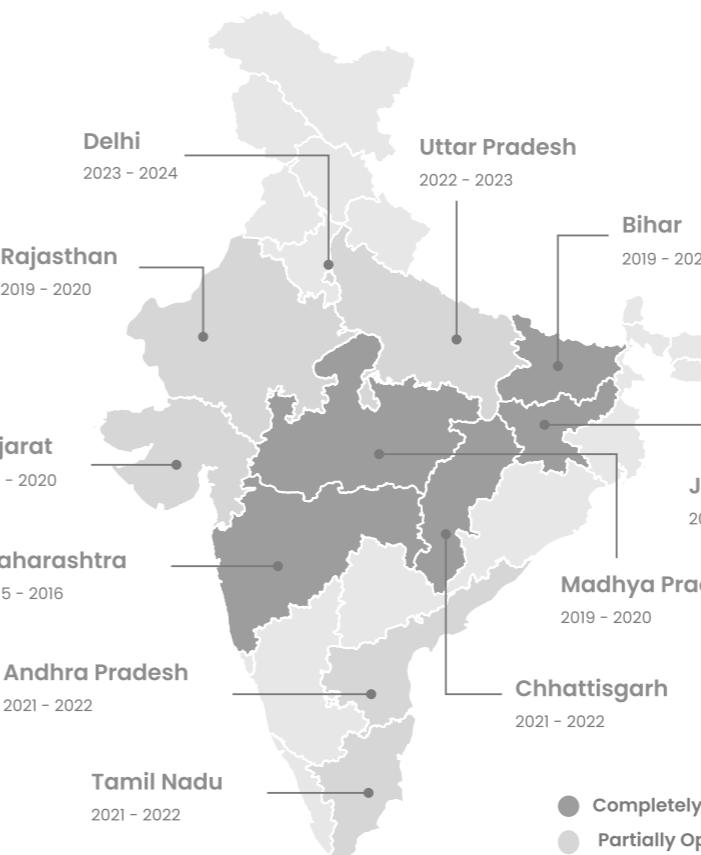
Reflecting on the year, I am proud of the committed team that holds LeapForWord together, pushing us towards our vision of making English learning accessible. The year had its challenges, but I am pleased to share that we have scaled our work into 3 additional states, making a total of 12 states where we are currently active.

Our collaborations with the states of Madhya Pradesh, Jharkhand, and Chhattisgarh has not only given us the confidence but also given teachers an additional motivation to adopt LeapForWord's techniques in the classroom.

I hope we continue to reach out to more students in the coming year, and build platforms where students can overcome the fear of English, and thrive in the school environment, strengthening their foundational literacy capabilities.

- Pranil Naik

Geographical Reach



3 news states added this year.

Only 10% of Indians speak English, while proficiency levels of English speakers are as low as 2% in some states such as Bihar and Jharkhand ([Ploscaru 2024](#)).

12
STATES

247
DISTRICTS

1,828
BLOCKS

17,418
CLUSTERS

1,60,658
SCHOOLS



About LeapForWord

93% of the schools where we have launched our ELP are based in rural areas.

LeapForWord (LFW) is a product NGO that promotes English literacy among students aged 7-12 from marginalized and vulnerable communities across India by implementing its English Literacy Program (ELP). LFW's flagship program was developed with the belief that learning English should be easier, and more accessible irrespective of language barriers, or access to resources.

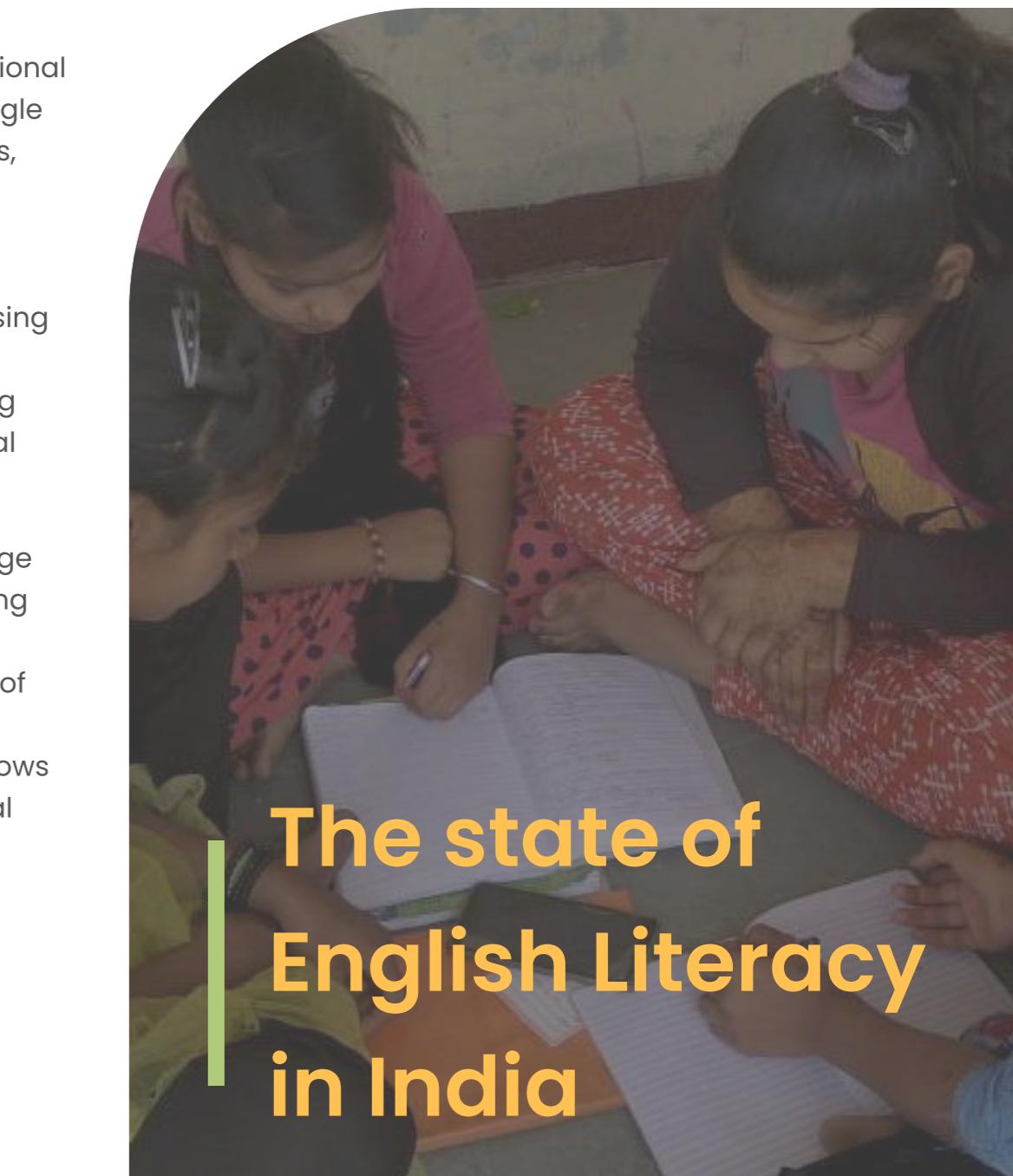
English may not be the official or native language in India, however, over time it has come to be an essential skill that widens the scope for professional growth and opportunities for individuals, especially for children and youth.

To overcome the bottleneck in English literacy, and to build a sustainable model, the English Literacy Program was designed to target teachers training. The ELP pedagogy focuses on scalability, and aims to achieve the goal of making India English literate at a minimum cost and time.

Being a diverse country India has 22+ official and 750+ regional dialects. Most individuals from vernacular languages struggle to access quality education from elite institutes such as IITs, IIMs, and Medical colleges that use English as a medium of instruction. Unable to read, write, and comprehend elementary-level English may restrict them from filling out application forms, applying for higher education, or accessing professional courses. Therefore it is critical to introduce students to Foundational Literacy, including English learning early in their education, a point emphasised by the National Education Policy 2020.

Our ground experiences reflected that the regional language government and government-aided schools, despite having English in their curriculum, fail to deliver English learning in classrooms, due to ineffective teaching methods and lack of English speaking skills among the teachers. The ground experience led to further research and clarity. Research shows that English fluency increases opportunities for professional growth significantly, allowing access to better jobs, higher education, and other opportunities.

On an average, only 17% 1st to 5th graders could read simple English words (ASER 2022).



The state of English Literacy in India

Progress over the years

	'15 - '16	'16 - '17	'17 - '18	'18 - '19	'19 - '20	'20 - '21	'21 - '22	'22 - '23	'23 - '24
 Languages	1	1	2	2	3	3	5	6	6
 States	1	1	1	1	4	3	9	10	12
 Districts	1	3	5	36	43	89	182	183	247
 Teachers	300	1,100	1,600	40,000	1,17,000	1,55,000	2,29,511	2,58,668	3,13,134
 Students	2,400	12,000	25,000	1,25,000	4,52,000	4,97,000	7,22,918	11,64,805	15,79,828

 **18,35,318** - Total Calls Connected

 **2,58,71,266** - HSM sent

 **5,30,398** - Teachers reached via HSM

 **61,00,000** - YouTube views

 **368** - Content shared to date

 **294** - Active WhatsApp Groups



Some Noteworthy Mentions



LFW's English learning techniques are vetted and approved for implementation by the **SCERT and Dept. of Education** in the states of MP, Chhattisgarh, Bihar, Andhra Pradesh and Gujarat.

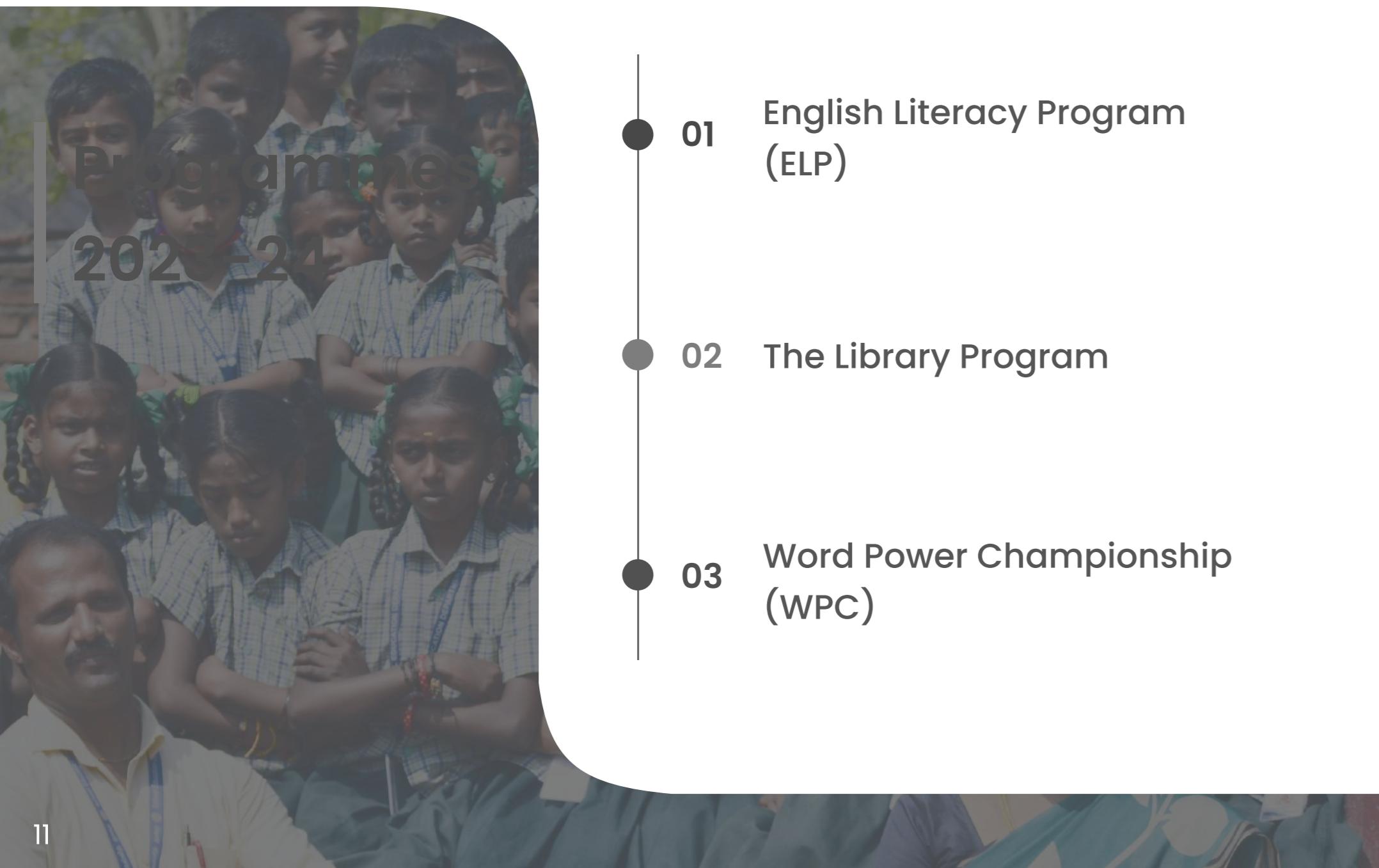
Our **collaboration with the Jharkhand state government** facilitated the integration of our content into the Diksha App, enhancing accessibility for teachers and students.

The **WPC National Grand Finale** event was held in MP, Sehore, on 12th April 2024, with over 700 attendees.

Our goal of making India English literate aligns with **National Education Policy 2020** which envisions integrating regional language learning, and foundational literacy.

Annual Achievements Across States

Achievements	MH	MP	CG	JH	Alwar	Bihar	UP	AP	TN	DL	Overall
Registration	25,871	1,65,358	47,290	58,974	186	8,351	228	5,843	1,004	29	3,3134
Training	9,243	90,646	35,898	43,309	131	5,440	173	9,836	654	-	1,9530
Certification	7,411	62,989	22,669	33,133	78	2,110	213	2,370	395	-	1,31368
Active Teachers	4,812	16,849	7,684	25,301	79	1,301	80	1,245	427	-	80598
Libraries Established	101	106	101	108	28	-	-	28	62	-	534
Students Benefited	5,07,742	3,36,980	1,53,680	5,06,020	1,580	26,020	1,600	37,946	8,260	-	15,79,828



01

English Literacy Program (ELP)

02

The Library Program

03

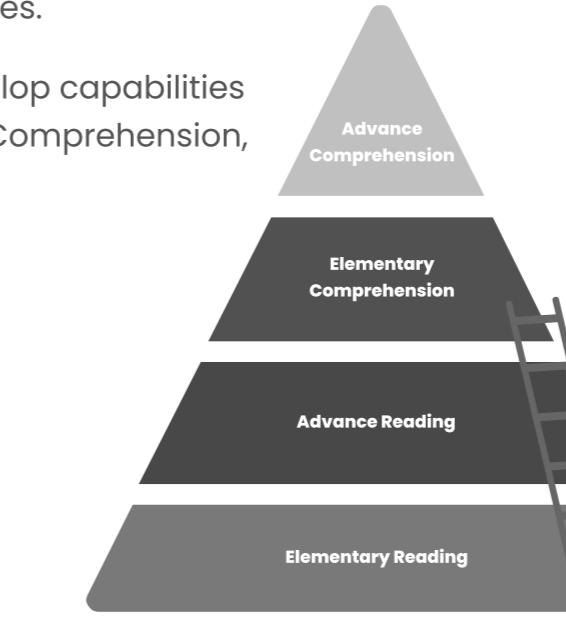
Word Power Championship (WPC)

About

Our flagship product the ELP was designed using an alternate learning pedagogy that eliminates the need for English proficient teachers to teach English, making English learning opportunities equal and accessible. The ELP content has already been translated by us into 6 Indian languages so far, namely- Hindi, Marathi, Telugu, Tamil, Gujarati, and Kannada. Using the translation algorithm, the 4-level, structured, modular and measurable design of the English Literacy Program can be taught in any LOCAL LANGUAGE irrespective of the teacher's existing English-speaking capabilities.

The ELP is designed to develop capabilities namely Reading, Spelling, Comprehension, and Communication.

Learning Levels:



If taught for 30 minutes daily, all 4 Learning levels can be completed by students in 24 months, while Teachers can be trained in 2-3 hours per learning level.



Our Engagement Process



Teacher Acquisition



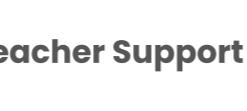
Teacher Training and Certification



Teacher Engagement



Teacher Support



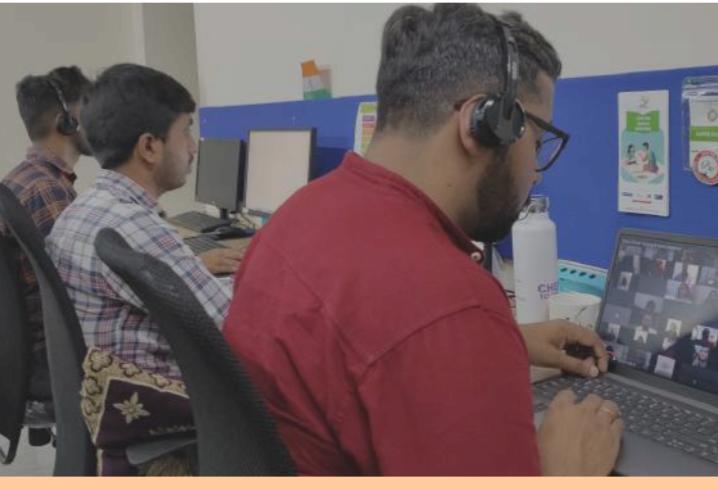
Content Distribution



Program Monitoring



A Teacher Acquisition



TSS Team: LFW, Mumbai

B Teacher training and certification



Registered and trained teacher with their certificates at Madhya Pradesh

Permission is sought from relevant authorities, orienting them to LFW's work, and the ELP. Outreach is conducted among school teachers and headmasters across government and government-aided regional language schools through WhatsApp Highly Structured Messaging (HSM), Interactive Voice Response (IVR), and personal calls. Teachers are guided for online registration on LFW portal, which will give them access to Training, Certification, and Learning materials.

Mandatory online and offline teachers' training is conducted for all registered teachers to equip them with the ELP methodology. The 2-hour long training consists of 4 learning levels- Elementary Reading, Advanced Reading, Elementary Comprehension, and Advanced Comprehension. Certification tests are conducted as per LFW certification criteria that award them with stars ranging from 1 to 5, depending on their capabilities.

C Content Distribution



Students from Mokhada Palghar, Maharashtra

Teachers certified with 3 or more stars are provided with LFW's 4 Learning level books. Other content consists of student learning materials in the form of PDFs, videos, workbooks, and quizzes, which aid them in classroom teaching. LFW uses WhatsApp-driven structured communication channels for content distribution, along with uploading content on the LFW teachers' portal, and through WhatsApp.

- **6,683** distinct learning units to date
- **1,056** learning units created this year
- **22,412** books distributed
- **105** Concept videos were sent out
- **102** Practice sheets were distributed
- **103** Engagement activities were conducted
- **53** Quizzes were conducted

D Teacher Engagement



Teacher Training: Poondi, Tamil Nadu

E TEACHER ENTREPRENEUR (TE) PROGRAM



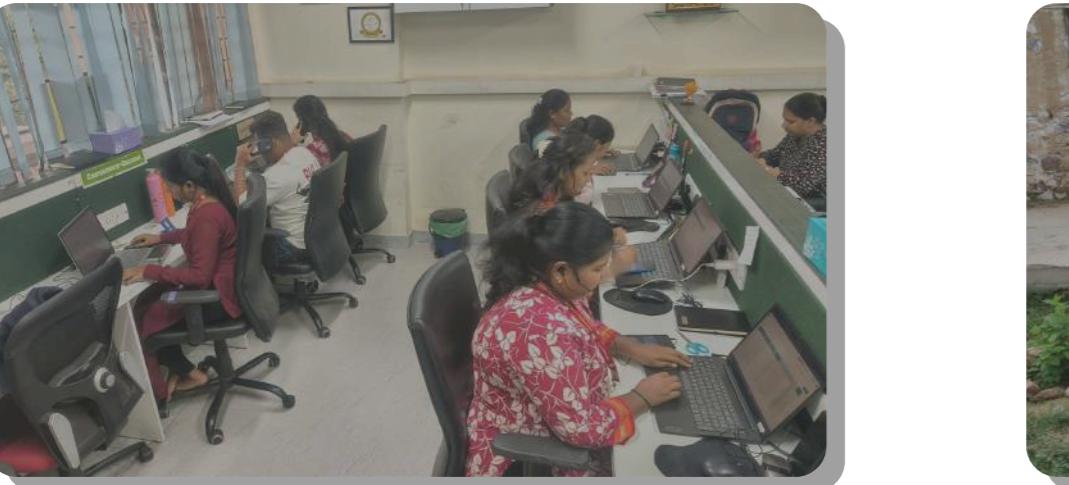
TEachers from Alwar, Rajasthan

Teachers who are actively using ELP techniques within classrooms are identified by the TSS, and are provided with LFW's set of English Elementary and Advanced Reading and Comprehension books as rewards. Other incentives such as the Library Schools, and identification of active teachers for book distribution have been introduced to encourage teacher participation and enhanced classroom learning outcomes.

The TE Program is a rural - distributed call center where educated young women in Awar (Rajasthan), Uttar Pradesh (Prayagraj) and Bihar have been selected, trained and certified to become TSS agents in the morning and run their own community English tuition classes in the evening. We currently have **198** TEs who are actively using ELP to run their own tuition centers within their communities.

F

Teacher Support System (TSS)



TSS Team: LFW, Mumbai

TSS is a pool of telecallers who engage and support teachers who are implementing the ELP in their respective classrooms. The TSS offers regional language calling support to all in-service teachers guiding them through registration, certification, and clarifying doubts about the content shared. The TSS is also responsible for implementing outreach campaigns, content distribution among teachers, and quality check of classroom teaching.

G

Program Monitoring



Students from Alwar

We monitor our programs in 3 stages. Quality check of teachers through random selection phone calls by the TSS, both online and offline classroom visits.

This year we conducted **8,367** classroom visits of which **1,493** were **offline** while **6,874** were **online** helping us assess the quality of classroom teaching and make changes in program implementation accordingly.



Support via Calls and Messages: The TSS team contacts teachers through calls and messages, keeping them informed about important activities and required actions.



Online Classroom Visits: Team members are trained to check if the teacher is meeting milestones, using the content correctly, and teaching effectively. Teachers are also given appropriate feedback to improve classroom teaching.



Physical School Visits: The program monitoring team visits schools with strong participation-based interaction with Layer 2. These visits aim to collect feedback, review implementation challenges, and measure student progress through evaluation tests.



IMPACT: An Analysis of Baseline and Endline

We conducted **baseline, mid-line, and end-line surveys** to measure the impact of our English Literacy Program (ELP). Baseline assessments were conducted across 10 states, and in 5 languages, at the start of the intervention to evaluate students' initial English reading and comprehension levels. These assessments provided a benchmark to measure progress. Content and training methods were modified based on the baseline to meet the student's capabilities. The midline survey gave us a review of our implementation and impact, and Endline tests were conducted upon program completion to gauge improvements.

As per our analysis **9,81,425** 2nd to 8th graders can read simple words, **4,90,712** students can moderate words, and **6,13,391** students can read moderate words with tail.



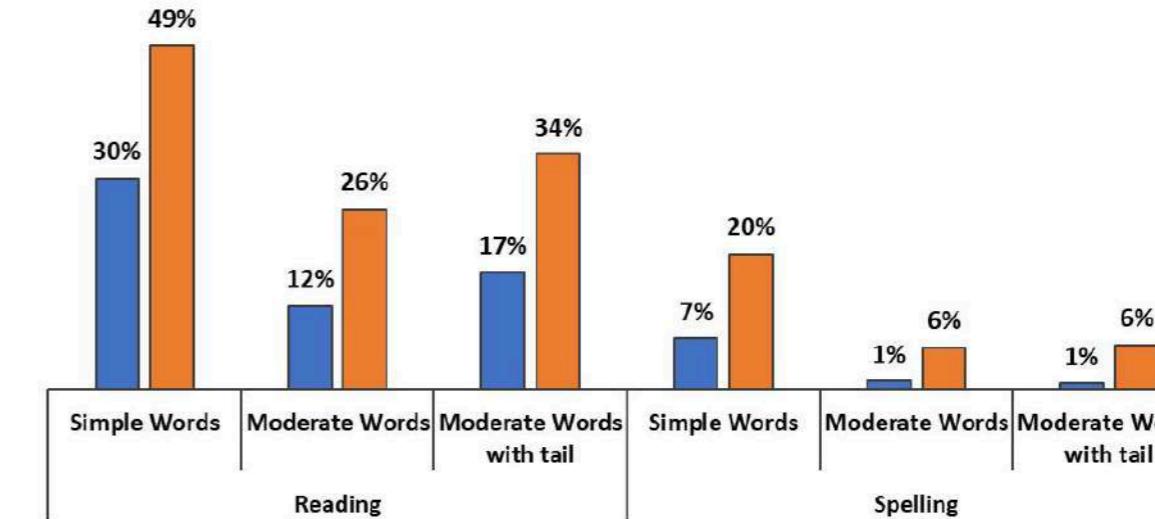
● READING AND SPELLING

A baseline with 9,250 students from grades 2 to 8 measuring the reading and spelling capabilities suggests 30% of students were able to read simple words, while only 17% could read more challenging words, including words with tails. Only a small percentage—ranging from 1% to 7%—were able to correctly spell words categorized as easy, moderate, or words with tails.

In the follow-up endline study with 8,972 students, significant improvements were observed with 14-19% improvements in students' reading capabilities. 49% of students were able to read simple words, 26% could read moderate words, and 34% could read more challenging words with tails. The improvement in spelling capabilities of students was comparatively less, ranging from 5-13%, however, compared to the baseline the improvement was substantial.

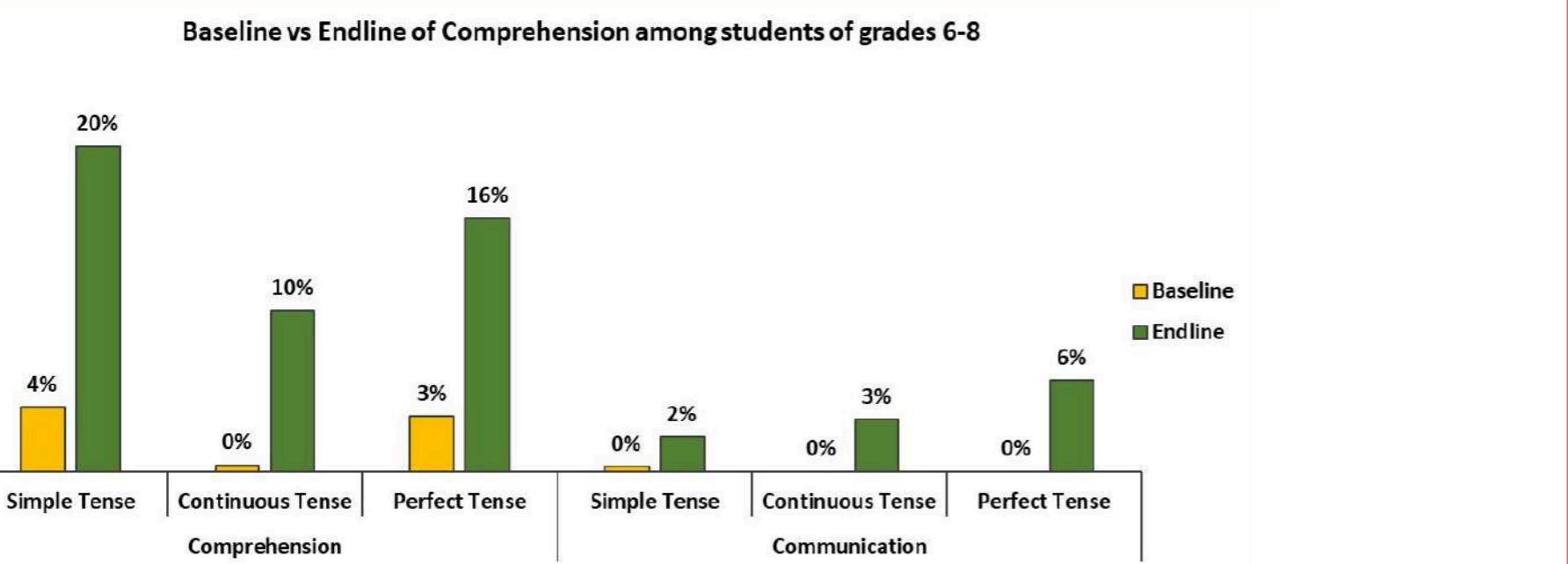
The average performance score for all grades rose from **36%** at the baseline to **49%** at the endline, showing clear overall progress in students' reading and spelling skills.

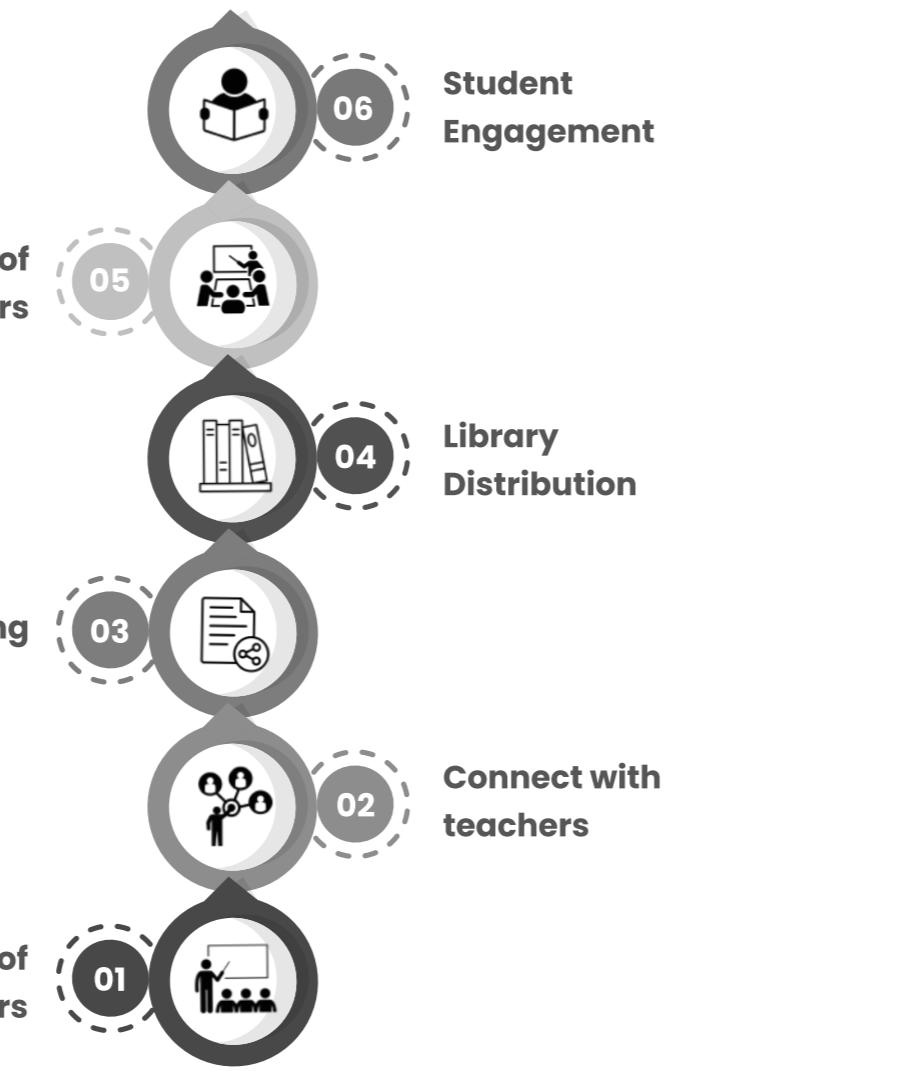
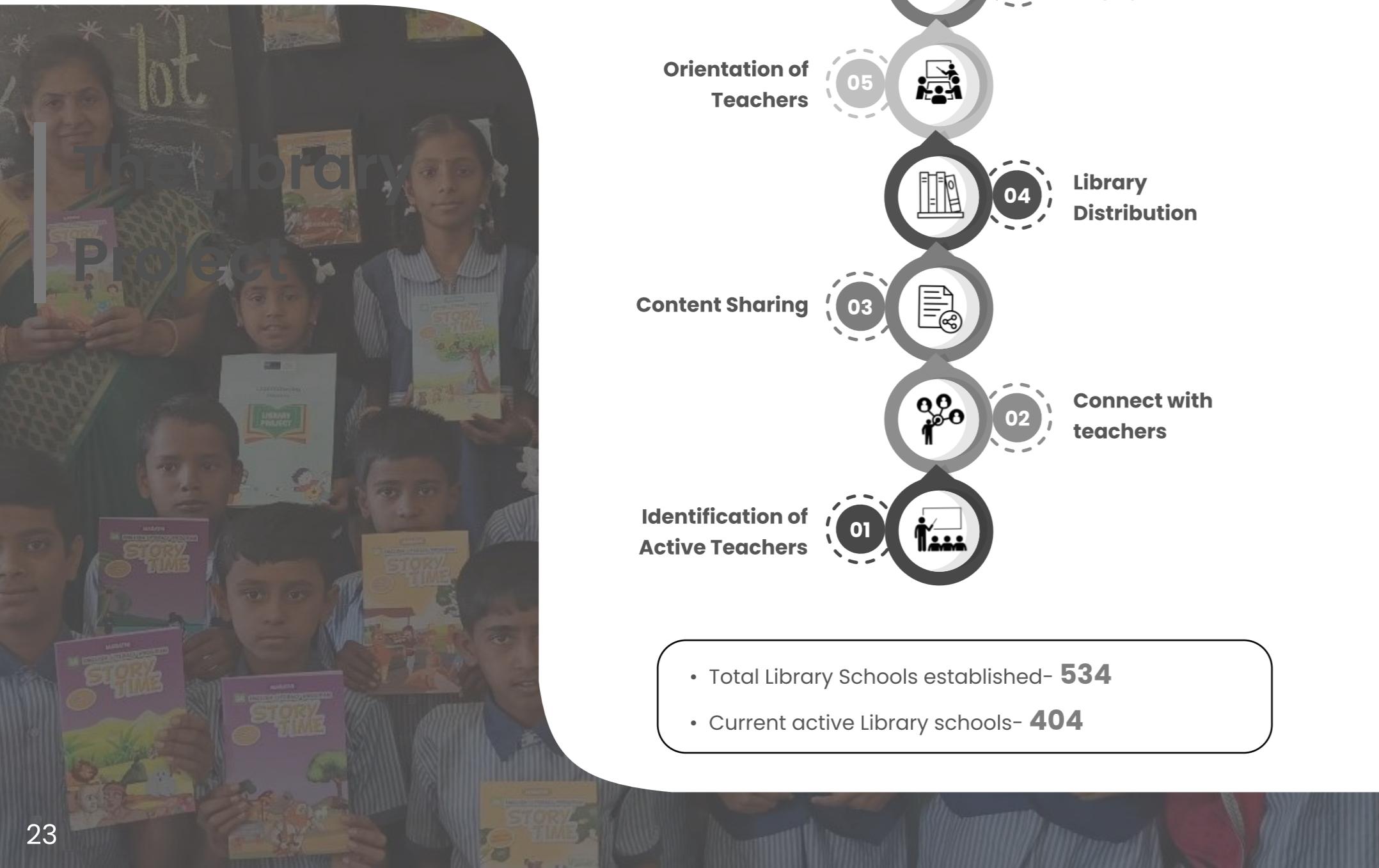
Baseline v/s Endline findings: Reading and Spelling Capabilities)



● COMPREHENSION AND COMMUNICATION

A Baseline study with 1,066 students of grades 6-8 reflected very poor performance of students—ranging from 0-4%—in comprehension and meaning levels. However Endline study with 1,104, 6-8 grade students revealed small but significant improvements. Comprehension in simple tense increased from 4 to 20%, perfect tense increased from 3 to 16 and continuous tense which was zero in baseline increased to 10%. Communication capabilities at the baseline was zero, however, after the implementation of the ELP, a 2-6% improvement in communication capability among students has been observed.





- Total Library Schools established- **534**
- Current active Library schools- **404**



About

The Library project was initiated with the understanding that English reading and writing can only be improved through practice. Thus the teachers who have been actively using LFW's ELP techniques within classrooms are recognized and rewarded with a set of Library books. This portable library contains 100 books for grades 2-5, which not only provides access to many books for students, but is also a motivating factor for teachers. If the ELP is followed in the planned structure, students will be able to read and comprehend all 100 books by age 11 or upon completing 5th grade. This initiative aims to foster reading habits along with comprehension skills, ultimately eliminating the fear of English that often limits a student's capabilities in the future.

- The library project has been launched in

7 states - Maharashtra, Madhya Pradesh, Chhattisgarh, Jharkhand, Andhra Pradesh, Tamil Nadu, and Alwar, Rajasthan.

● A special segment was organized in the WPC for showcasing the usage of the library in the classrooms. This showcase wasn't a competition; instead, it celebrated reading. Each student was randomly given a story to read on the spot, and based on their reading capability, they were questioned about comprehension. Students were selected based on the following criteria

1. The student must have read a maximum number of Library Books.
2. The students should be able to read fluently and be able to explain what they read in their mother tongue.

STUDENTS SHOWCASING THE LEAPFORWORD LIBRARIES PROVIDED TO THEIR SCHOOLS



About

The year-long ELP engagement culminates into the Word Power Championship, a multi-level English language championship aimed at celebrating the achievements of the best students, and teachers, also to encourage more students and teachers to join the ELP. Designed on the lines of the famous American Spelling Bee competition, the Word Power Championship is the only English competition in India developed exclusively for regional language school students. The WPC is a national event that creates a platform for young minds to explore new experiences, and showcase their talents. Representing their schools, districts or state is a matter of pride for the teachers, and motivation for their peers.

“

With the support of the Jharkhand education department and the WPC team, I participated in the competition and secured first place in Grade 4 at the state-level round. I travelled for the first time by airplane from Ranchi to Mumbai. Participating in the Mumbai competition with contestants from eight states and securing fourth place was a proud moment for me.

”

-Prabhat Ranjan
Rajakiya Uttakrim Madhya Vidyalaya,
Palamu District, Jharkhand.



Objectives of the WPC

Provide a platform for regional language school students to showcase their English capabilities acquired from the English Literacy Program.



Celebrate our finest teachers and students.

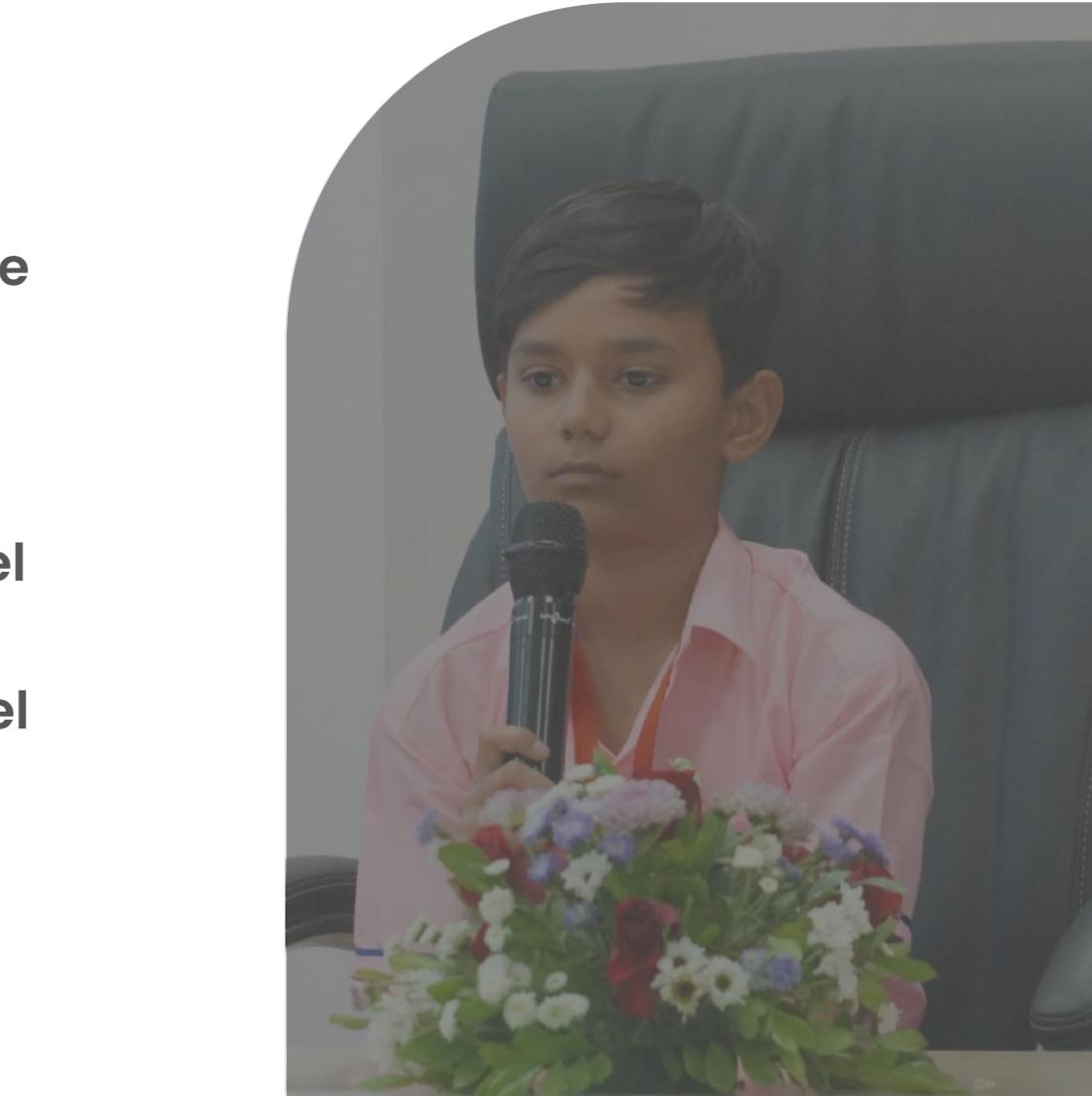
Inspire more students and teachers to develop confidence and overcome their fear of English.



- 05 Grand Finale
- 04 State Finals
- 03 District Level
- 02 Cluster Level
- 01 Block Level



- 05 Grand Finale
- 04 State Finals
- 03 District Level
- 02 Cluster Level
- 01 Block Level



Some Highlights from the WPC 2024

- **9.24 lakh 2 - 5** grade students enrolled in the **Word Power Championship**.
- **32** students from **8** states participated in the grand finals (**Maharashtra, MP, Chhattisgarh, Jharkhand, Alwar (Rajasthan), Prayagraj (UP), AP and Tamil Nadu**).
- **The Winners** and runner ups from each of the **8 state** finals were invited for the Grand Finale held in **Mumbai**.
- Each student was accompanied with a **teacher and 1 parent**.
- Students from each grade were tested in the areas of **Reading, Spelling and Meaning**.
- For many of these students, it was a **first-of-its-kind opportunity**, aimed at boosting their confidence, and morale, and motivating their peers to join in the English learning process.

An Insight Into Student Learning Levels During The WPC

- This year the question paper at the national finals was by far the toughest.
 - There were 3 levels to the question paper- **Reading, Spelling and Meaning** for each grade.
- **READING ROUND:** Words such as Aquaculture, Multilingual, Preposterous, Cryoprotectant, and Sacilegousness - were asked to students across grades 2 to 5.
 - **71-87% correct answers received**
- **SPELLING ROUND:** Words such as Atmospheric, Ostracism, Lactiferous and Parsimonious were asked to students across grade 2 to 5 in the Spelling round.
 - **62.5% correct answers received**
- **MEANING ROUND:** Students of grades 2 to 5 were asked to explain the meaning of words in their mother tongue. Words such as Scatter, Constellation, Advantage, and Hailstorm were asked to students.
 - **95.5% correct answers received**

A GLIMPSE OF WPC 2023



COVERAGE OF WPC





Mohammed Abbas

Student

 Tamil Nadu

 Panchayat Union Middle School

 Tamil

Meet Mohammed Abbas, a 5th-grade student from Tamil Nadu, India. He attends Panchayat Union Middle School in Madharpakkam, a village in the Tiruvallur district. Coming from a humble middle-class family, Abbas's father, Rahamuthullah, is a mechanic who runs his own shop. His mother, Ayisha Bee, is a Hindi teacher at Abbas's school, where his younger sister Rahamath Nisha is also enrolled in first grade.

Abbas makes a 2.5-kilometer commute daily to attend school in Madharpakkam, a small village near the Andhra Pradesh border, representing a linguistically diverse blend of Telugu and Tamil-speaking communities.

Abbas's most impressive achievement to date is securing first place in the National Level Word Power Championship organized by LeapForWord. Last year, as a 4th grader, he bravely participated in the State Finals but finished in last place. For many, this might have been a crushing defeat, but not for Abbas. He used that experience to fuel his desire for success, waking up early every day to turn his defeat into triumph. He vowed to win the national championship next time.





Stories of Change

35

Rohit Ekka

Teacher

Ranchi, Jharkhand

Govt. Primary School Domandih

Hindi

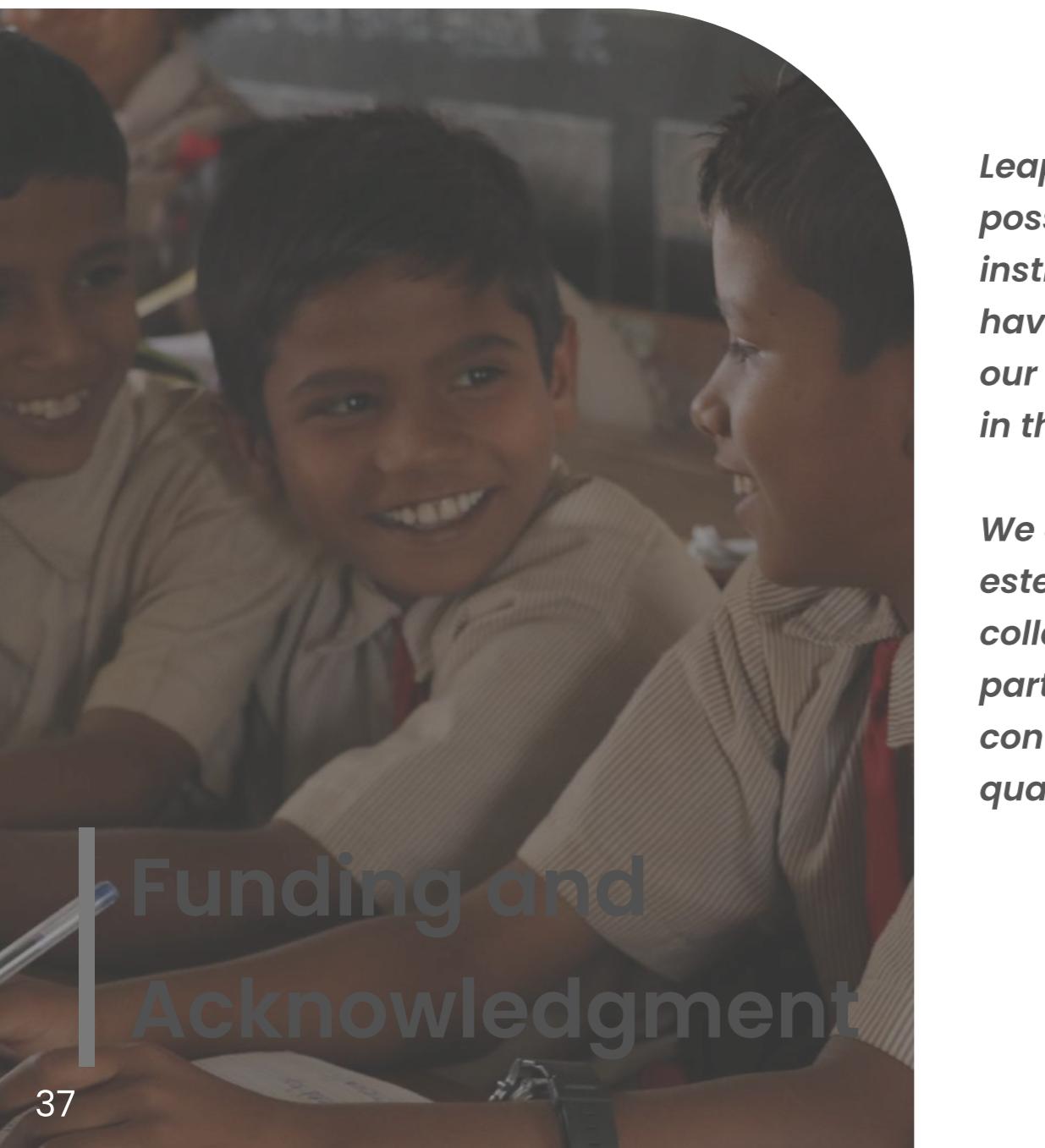
Rohit Ekka, a teacher at Govt. Primary School Domandih in Ranchi, Jharkhand, has emerged as a beacon of inspiration for his community. Rohit joined the NSPF (Nihar Shanti Pathshala Funwala) program in the academic year 2021-2022. Initially, he was not very interested in the program, but after completing his training, his perspective changed completely. He realized that the techniques of NSPF could replace the outdated methods of teaching English. With students from extremely rural and poor communities, where the mother tongue is primary and Hindi is rarely spoken, Rohit faced a significant challenge.

Impressed by the technique of learning English in the mother tongue, Rohit instills this belief in his students, emphasizing the importance of English for their future endeavors. According to Rohit, English is the language of the internet, businesses, and careers, and is essential for success in today's world.

Last year, seven of his students were selected for the state-level Word Power Championship (WPC), with two achieving 2nd and 3rd ranks. This year, his students performed even better, securing 1st, 2nd, and 3rd ranks at the state level. Rohit Ekka's journey is a testament to the power of dedication, innovative teaching, and community involvement.



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Funding and Acknowledgment

LeapForWord's impactful initiatives are made possible through the unwavering support of institutional grants. Their vital contributions have been instrumental in helping us achieve our mission and drive transformative change in the communities we serve.

We express our sincere appreciation to our esteemed funders for their support and collaboration during the year 2023–24. Their partnership strengthens our resolve to continue creating a lasting impact through quality education and innovative programs.

Our Supporters



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